DOCUMENT RESUME

ED 289 552 JC 880 009

AUTHOR Dennis-Rounds, Jan; Mayer, Michelle
TITLE Cerritos Community College Community Needs Assessment, 1987.
INSTITUTION Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
PUB DATE 87
NOTE 39p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; *Educational Needs; Needs Assessment; Questionnaires; Two Year Colleges

ABSTRACT

During summer and fall, 1986, Cerritos College (CC) in California conducted a districtwide survey to assess the educational needs of the surrounding community. The survey was conducted by telephone, using trained interviewers. Randomly selected telephone numbers representing each city of the district served by CC were used to contact over 7,000 households. Selected findings, based on 1,050 completed interviews, included the following: (1) 95% of respondents reported having heard of the college, 46% knew the cost of tuition for full-time enrollment, and 27% knew the cost of a three unit class; (2) 43% of the respondents felt the college was doing an "excellent" job, and another 37% felt the college was doing a "good" job; (3) college functions receiving the highest ratings were to "teach job skills" and to "prepare students for transferring to another college"; (4) 66% of the sample said they would recommend a community college over a four-year college or university; (5) 31% had taken classes at some time at CC, 6% were currently enrolled, and 29% were interested in enrolling in the near future; (6) students attended CC mainly for personal enrichment (31%), to earn an associate degree (21%), to transfer to a four-year college (19%), or to improve job skills (17%); (7) most of the student sample preferred registering in person (68%) to registering by mail (20%) or telephone (11%); (8) the semester length schedule was preferred to 9-week, weekend, or lunch hour; and (9) less than half of the student sample had spoken with a college counselor, and only 36% of those who did found the counselor to be very helpful. The survey instrument and response data are appended. (UCM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CERRITOS COMMUNITY
COLLEGE DISTRICT

11110 E. ALONDRA BOULEVARD
NORWALK, CA 90650-9973
(213) 860-2451

ED289552

COMMUNITY NEEDS ASSESSMENT
1987

Jan Dennis-Rounds, Ph.D.
Director of Institutional Research and Development

Michelle Mayer
Intern—California State University, Fullerton

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Dennis-Rounds

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 880009

Serving Artesia • Bellflower • Cerritos • Downey • Hawaiian Gardens • Lakewood • La Mirada • Norwalk

BEST COPY AVAILABLE

CERRITOS COMMUNITY COLLEGE
COMMUNITY NEEDS ASSESSMENT
1987

Executive Summary

During the summer and fall of 1986, the Institutional Research and Development Office at Cerritos College surveyed the college district in an attempt to assess the needs of the community with regard to educational programs and services provided by Cerritos College. The survey was conducted by telephone using trained interviewers. Over seven thousand households were contacted resulting in 1,050 personal interviews. Randomly selected telephone numbers representing each city of the district served by Cerritos College were used. Analysis of this data yielded much information concerning the needs of the community.

The community, as represented by the sample, was quite aware of Cerritos College; ninety-five percent reported having heard of the college. Not as many, however, were aware of the admission requirements; forty-six percent of the respondents knew the cost of tuition for attending full time and twenty-seven percent knew the cost of a three unit class. Half knew that the start date for the fall semester was mid-August.

Interestingly, those who were aware of the cost of attending Cerritos College felt the cost to be more reasonable than those who were not. Also, those who received information through the media provided by Cerritos College tended to be more aware of admission requirements and considered the costs more reasonable than those who had not.

Respondents gave high ratings when asked how well the college was serving the needs of the community; forty-three percent felt the college was doing an "excellent" job and another thirty-seven percent felt the college was doing a "good" job. Respondents' ratings of college functions were very high also; on a scale from one to ten, ten representing the highest rating, no college function received less than a seven. College functions receiving the highest ratings were to "teach job skills" (with a rating of 9.05) and to "prepare students for transferring to another college" (with a rating of 8.92). High importance ratings were also given to community services performed by Cerritos College. Many times, however, services that respondents deemed important were not those services that they realized the college offered. Cerritos College attendees tended to give higher ratings than non-attendees.

Sixty-six percent of the sample would recommend a community college over a four year college or university to their friends or family for their first years of college. Thirty-one percent of the respondents had taken classes at some time at Cerritos College, six percent were currently attending, and twenty-nine percent were interested in enrolling in the near future.

Students (past, present and potential) attended Cerritos College mainly for personal enrichment (31%), to earn an A.A. Degree (21%), transfer to a four year college (19%), or to improve job skills (17%).

Most of the student sample preferred registering in person (68%), as compared to registering by mail (20%), or telephone (11%). Also, registering two weeks to one month in advance was preferred by many (82%). Likewise, paying for classes at the time of registration was not a problem. When registering for classes, sixty-one percent of the students responded that class selection was the most important consideration in deciding to attend Cerritos.

For many respondents it did not seem to matter when the fall semester began. Of the students attending Cerritos College for vocational reasons, forty percent did not have a preference for the start of the fall semester. Likewise, twenty-five percent of those attending for personal enrichment and twenty percent attending for academic reasons did not have a preference.

Students who did have a preference for the fall start date tended to prefer the beginning of September. Twenty percent of students attending for vocational reasons and twenty-nine percent of those attending for academic reasons preferred for the fall start date to be the beginning of September; whereas, sixteen percent of vocational students and twenty-five percent of academic students preferred mid-August. Many respondents under twenty years of age preferred either the beginning of September or mid-August for the start of the fall semester; a large number of respondents in the other age groups did not have a preference. Of respondents who were single and head of household, an equal number preferred for the fall semester to start either the beginning or middle of September; very few preferred mid-August.

Preference for on-the-job training and classroom lecture types of instruction received the highest ratings by the student sample. Also, fifty-seven percent preferred evening classes and thirty-two percent preferred morning. The semester length schedule is most preferred as opposed to nine week,

weekend or lunch hour schedules. However, future students were more in favor of these last three options than were past or current students. Also, the college campus was the most preferred of all locations for attending classes.

Most students were satisfied with classes being offered by Cerritos College, seventy percent responded that all of the classes they wanted to take were offered by Cerritos College.

Less than half of the student sample surveyed have spoken with a college counselor. Yet of those who have spoken with a counselor, only thirty-six percent found the counselor to be very helpful. Students responded that the most important types of counseling needed were career and academic counseling.

Of students who have children, thirty-nine percent need child care services, with daytime care tending to be the most needed.

CERRITOS COMMUNITY COLLEGE
COMMUNITY NEEDS ASSESSMENT
1987

The following is the information collected from the Community Needs Assessment Survey of 1987. This information is arranged into four distinct sections, the first of these being the awareness and ratings of college services by all respondents. The second section contains information about past, present and potential students' needs and preferences concerning college services. The third section consists of demographics on the entire sample population to provide an overall view of who was represented. This section also breaks down the demographics for "students" (past, present and potential) to give the reader a better understanding of who attends Cerritos College. The fourth, and final, section is a brief discussion of the procedures involved in conducting the survey.

AWARENESS, PREFERENCE & RATING OF COLLEGE SERVICES

Nearly all of the sample (95%) had heard of Cerritos College. When those who had heard of the college were questioned as to how they had first heard, the majority (61%) replied that they knew of the college because they were familiar with or lived in the area. Likewise, 20% of the respondents had heard of the college because of a family member or friend who had attended.

Eight percent had heard of the college because of college mailings they had received. Interestingly, this figure has risen from four percent since the 1982 Community Needs Assessment. College information received through the media by most respondents was the Community Services Calendar (77%) and/or the College Schedule (70%). Only five percent of the sample population had heard radio announcements about the college. When respondents were asked about the best way to inform them of college classes, programs, and services, 82% indicated that direct mailings would be best.

Although 95% of the sample were aware of Cerritos Community College, only 46% were aware of admission requirements for community colleges. When asked how they perceived the cost for attending a community college, 46% felt it was reasonable, 13% felt it was inexpensive, and 9% felt it

was expensive; a large percentage of the respondents (30%) did not have any idea of the cost for attending. It should be noted that more attendees (75%) than non-attendees (55%) thought the cost was reasonable or inexpensive.

Again, when asked what they perceived the tuition for a full-time load to be, many of the respondents (42%) did not know. Forty-six percent of all respondents correctly perceived the cost of tuition to be $50. Of those who never attended Cerritos College, 39% knew what tuition was for attending full-time.

Nearly half of the sample (47%) did not know the cost for a three unit course. About twenty-seven percent of the respondents correctly perceived the cost to be $5 per unit, $15 for a three unit course. Of those respondents who had never attended Cerritos College, only 15% knew the correct cost.

Of those who received the College Schedule in the mail, most (48%) thought the cost to attend a community college was reasonable. Surprisingly, 28% of those who did receive the College Schedule in the mail still did not know the cost. Many respondents (32%) knew that full-time tuition for Cerritos College was fifty dollars and felt the cost to attend a community college was reasonable. But there was a large percentage of the sample (24%) who could not assess the cost of attending a community college or did not know what the tuition was to attend Cerritos College. Of those who knew that tuition to Cerritos College was $50, most (69%) thought that the cost to attend a community college was reasonable.

Half of the sample was aware that the start date for the fall semester was the middle of August. Yet there was a large percentage (34%) who had no idea as to when the fall semester began. Forty-three percent of those who had never enrolled at Cerritos College knew the fall semester started in mid-August.

When respondents were asked about their preference for the start of the fall semester, many (30%) replied that it "doesn't matter." Of those respondents who had a preference for the start of the fall semester and also had taken classes at Cerritos College, 26% preferred classes to start at the beginning of September, 22% preferred the middle of September, and 20% preferred to start mid-August. Likewise, of those interested in enrolling at Cerritos College in the near future, 23% preferred to start at the beginning of September, 28% preferred mid-September, and 18% preferred mid-August.

Many students (past, present or potential) attending Cerritos College for vocational reasons (40%) replied that it did not matter when the fall semester started, 20% preferred the beginning of September, and 16% preferred the middle of August. Of those students who were attending or planning to attend for academic reasons, 29% preferred the beginning of September, 25% mid-August, and 20% did not have a preference. Interestingly, many students who had attended or planned to attend for personal enrichment preferred the middle of September (38%), 25% did not have a preference, only 17% preferred the middle of August, and 17% the beginning of September.

For those respondents under twenty years of age, many preferred the beginning of September (38%) or the middle of August (21%) as the start date for the fall semester. A large number of respondents in the other age groups did not have a preference for the start of the fall semester. A large number of respondents in the twenty-one to twenty-five age category (31%) did not have a preference, 26% preferred the beginning of September, and 19% the middle of August. Of those twenty-six to thirty years of age, 34% did not have a preference, 24% preferred the beginning of September, and 20% the middle of August. Of respondents thirty-one and older, 32% did not have a preference, 26% preferred the middle of September, and 17% the beginning of September.

An equal number of respondents who were single and head of household preferred for the fall semester to start either the beginning of September (24%) or the middle of September (24%). Only 12% of those single and head of household preferred mid-August and 29% did not have a preference.

Respondents seemed to be very pleased with the way in which Cerritos College is serving the community's needs; 43% of all respondents felt that the college was doing an excellent job and 37% felt the college was doing a good job. However, attendees gave much higher ratings than non-attendees; 89% of attendees gave "good" or "excellent" versus 77% of non-attendees.

Respondents were asked to rate the importance of the various functions at community colleges on a scale from one to ten, with ten meaning extremely important. Generally, all of the functions received high importance ratings with no function receiving less than an average score of seven. However, non-attendees attributed less importance to the various

functions than did attendees. The following is a comparison of the ratings by the respondents in 1987 to the respondents of the Community Needs Assessment in 1982 (on a scale from one to five).

		AVERAGE RATING		
		1987	1982	
	COLLEGE FUNCTIONS:		Orig	Adj
A.	Teach job skills	9.05	4.72	(9.44)
B.	Prepare students for transferring	8.92	4.63	(9.26)
C.	Provide student services	8.61	4.35	(8.70)
D.	Build basic skills	8.45	4.33	(8.66)
E.	Provide general education	7.92	4.30	(8.60)
F.	Provide cultural, recreational, and special interest classes	7.33	3.94	(7.88)

As can be seen above, functions' rank order did not change from 1982 to 1987.

Respondents were given a list of services that Cerritos College offers and asked whether or not they were aware of each and to rate each service on a scale from one to ten (10 being most important). Many respondents seemed to be aware of services such as E.S.L. (78%), Student Activities (76%), and Financial Aid (72%). Respondents were not as aware of child care services (43%), personal counseling (52%), or health information/referral services (54%). Non-attendees were less aware of these services than were attendees

Nevertheless, it appears that the services for which respondents were most aware were not always the same services deemed most important. Disability assistance received the highest average importance rating (9.19), yet only 65% of the respondents were aware that it was a service offered by Cerritos College. And although 76% of the sample knew that Cerritos College offered student activities, such as student government and clubs, it had the lowest importance rating average (6.8). Overall, the services offered by Cerritos College were rated by respondents as being important, ten out of the thirteen services received average ratings of eight or better.

	CERRITOS COLLEGE COMMUNITY SERVICES:	% Aware	Avg. Rating
A.	English Language Course	78.3	8.81
B.	Student Activities	76.2	6.83
C.	Financial Aid	72.0	8.40
D.	Career Counseling	69.6	8.58
E.	Assistance for transfer students	69.2	8.80
F.	Academic Counseling	68.5	8.45
G.	Job Placement Assistance	67.1	8.49
H.	Disability Assistance	64.8	9.19
I.	Tutoring	61.3	7.98
J.	Assessment of students' Learning Skills and Vocational Aptitudes	58.9	8.21
K.	Health Info/Referral Services	54.3	7.88
L.	Counseling on Personal Matters	52.4	7.39
M.	Low cost child care on campus	43.0	8.22

A majority of the sample (66%) would recommend a community college over a four year college or university to their friends or family for their first years of college. There was not a notable difference for attendees versus non-attendees concerning this preference.

Of the sample, only 19% of the respondents had taken any type of class or course through a church, the YMCA, the city or some other organization. When asked the cost of such a class, most had either taken the class for free or paid ten to fifteen dollars.

On-the-job training did not seem to be provided for respondents who were employed or else respondents were not aware that it was provided. When asked about on-the-job training, 52% said that it was not provided by their employer, and 15% were unsure as to if it was provided, and 33% indicated that it was provided by their employer.

Likewise, most respondents (73%) were not interested in taking courses during their lunch hour at their work place; only 21% of the sample who were employed were interested in such courses. Of those who were interested in taking a class during their lunch hour, 40% had taken a class at Cerritos College.

WHO GOES TO CERRITOS COMMUNITY COLLEGE

Approximately three out of ten respondents (31%) had taken a class at Cerritos College at the time of the survey or in the past; and of those who had taken a course, 77% had taken a course that was graded. Six percent of the sample were currently attending Cerritos College at the time of the survey. Of all respondents, 29% would definitely be interested in enrolling in the near future and 12% might be interested in enrolling.

Over a third of the sample (37%) said they would be interested in taking non-credit classes through the college's Community Services Office. Of those who had taken a class at Cerritos College, 33% had taken a Community Services class. Also, 34% of those attending classes for credit, who had not already taken Community Service classes, were interested in the Community Service classes. Forty-nine percent of the people who indicated an interest in enrolling in the future were interested in Community Services classes.

Of those who had ever taken a Community Services class, more were non-attendees at Cerritos College (62%) than attendees (38%). 83% of those who had taken a Community Services class were interested in enrolling next year. Of those respondents who had taken classes through their church or YMCA, 40% had also taken a Community Services class.

QUESTIONS ASKED OF STUDENTS PAST, PRESENT & POTENTIAL

Personal enrichment seemed to be the main reason for all students (past, present and potential) for coming to Cerritos College (31%). Other significant reasons were to earn an A.A. Degree (21%), transfer to a four year college (19%), or improve job skills (17%).

For those whose main reason was to receive job training, 45% were receiving this training for job advancement, 38% to learn new skills for a new job, and 12% to brush up on skills that they had learned earlier. Areas of job training that students had an interest in included business courses, such as accounting, health occupation courses, and courses in science, engineering and mathematics (see list on job training areas of interest, page 37).

Subject areas of interest for those students whose reason for attending was for personal enrichment, to earn an A.A. degree, or transfer to a four year college included liberal

arts courses, such as English, writing, and literature, business courses, such as business administration and management, and health occupations, such as nursing (see list on subject areas of interest, page 36).

Of the students who had taken a Community Services class, 43% are attending Cerritos College for personal enrichment and 23% to improve job related skills. Of those students who went to Cerritos College for personal enrichment, 63% had taken Community Services classes also. And of those who attended for job related reasons, 60% had taken Community Services classes. Of students who had taken a class from church or the YMCA, 40% attend Cerritos College for personal enrichment. Likewise, of those who attended Cerritos College for personal enrichment, 28% had taken other classes through their church or the YMCA.

When past, present and potential students of the sample were asked what method of registration they would most likely use, most (68%) preferred registering in person, 20% preferred registering by mail, and 11% preferred registering by telephone. When comparing preference for registering in person or by mail between past/current attendees and future students, there was no notable difference:

	Past/Current	Future
Register in person	68.0%	68.6%
Register by mail	31.3	29.7

Many of the students preferred to register either two weeks (44%) or one month (37%) prior to the start of classes. Only six percent of the students preferred to register immediately before the start of classes and eleven percent two months prior to the start of classes.

The majority of those who had attended, were attending, or planned to attend the college (79%) thought that being required to pay fees at the time of registration would not keep them from registering; 15% thought that paying at the time of registration would inhibit them from registering.

Class selection was the most important consideration in registering for classes for all students (61%), past, present or potential. Twenty-nine percent of the student sample felt it important to register in a convenient manner, such as by mail or telephone. A few students thought it most important to be able to delay fee payment (5%) or to register at the last minute (5%).

Actual and potential students were also asked about their preference rating for the kinds of classes or types of instruction they would like. On a scale from one to ten, with ten representing the highest, on-the-job training received an average rating of 8.7, and classroom lecture 8.4, the two highest ratings given. The two least preferred types of instruction were home personal computer classes averaging 6.3, and televised courses averaging 6.2.

Actual and potential students more often preferred classes in the evening (57%) than in the morning (32%) or afternoon (5%). Likewise, most (50%) preferred a semester class schedule to a nine week (23%), weekend (14%), or lunch hour (3%) class schedule. However, future students were more in favor than past or current students of weekend classes (15% vs. 10%) and less in favor of the semester class schedule (48% vs. 52%).

On a scale from one to ten rating preferences for various class locations, the college campus tended to be preferred (average rating = 9.1) over other locations by both actual and potential students. Other high preferences were "close to home" and "community center," both with an average rating of 8.6. The work place tended not to be preferred by many with an average rating of only 4.7.

	PREFERENCE RATINGS FOR SITES:	Average Rating
A.	College Campus	9.06
B.	Close to home	8.61
C.	Community Center	8.58
D.	Televised at Home	6.29
E.	At Home with Personal Computer	6.11
F.	Work Place	4.68

Students seemed to be quite satisfied with the classes being offered at Cerritos College; only 15% replied that there were classes they wanted which were not being offered by the college, while 70% replied that all classes they preferred to take were offered.

Over half of all students from the sample (56%) did not recall talking with a Cerritos College counselor. Of those who plan on taking a class in the near future, 60% have not yet spoken with a college counselor. Of those students who had spoken with a college counselor, 36% found the counselor to be

very helpful, 37% somewhat helpful, and 27% not at all helpful. When asked if they needed different types of counseling, 44% felt they needed career counseling, 43% academic counseling, and 15% personal counseling. With all types of counseling, future students reported a greater need than those who had attended or were attending at the time of the survey.

TYPES OF COUNSELING NEEDED:	Future	Present
Career Counseling	47.5%	37.0%
Academic Counseling	46.4	37.8
Personal Counseling	17.9	11.9

Child care services were needed by 39% of the students who have children. Types of child care needed by these students were day care (25%), evening care (12%), and child care only until school starts (3%). Future students were more in need of child care than past or present students.

Not many of the students from the sample who had attended Cerritos College previously or who were currently enrolled (6%) were interested in joining the Alumni Association.

GENERAL DEMOGRAPHICS

City of Residence

This survey's sample population represented the Cerritos College District which serves the communities of Artesia, Bellflower, Cerritos, Downey, Hawaiian Gardens, La Mirada, Lakewood, and Norwalk. The following is a comparison between the survey sample and the district households (as measured by the 1980 Census).

	Sample	District Households
Artesia	5.0%	3.1%
Bellflower	14.2	15.8
Cerritos	23.1	10.6
Downey	19.3	23.2
Hawaiian Gardens	1.6	2.3
Lakewood	14.1	18.2
La Mirada	3.4	8.8
Norwalk	19.3	18.0

As can be seen, the above distribution shows some differences between the sample and the district population. For example, the city of Cerritos was over-represented in the sample compared to that of the population households. This over-representation could be the effect of two possible causes. One, the sample distribution is being compared to the 1980 Census and much growth has taken place in Cerritos since that time. And two, the telephone prefixes that were randomly chosen for the survey covered more than one city; therefore, because Cerritos is so large, the chances of getting a respondent in that city were more probable.

Ethnicity

The ethnic distribution of the sample as compared to the district population is as follows:

	Sample	District
White/Caucasian	65.0%	66.8%
Hispanic/Mexican-Amer/Latino	16.9	22.7
Asian/American Indian/Alaskan	9.3	6.7
Black	3.3	2.3
Other/Declined to State	5.5	1.2

In comparison to the district population, the only concern should be the under-representation of the Hispanic population, which again was due in part to the over-representation of Cerritos (which has a relatively small percentage of Hispanics). Also, this sample measures households, not actual population, and it is possible that Hispanic households are larger, giving a greater population proportion to the district population of the 1980 Census. This bias away from the Hispanic population should be taken into account when assessing the needs of the community in that the needs of the Hispanic population, although represented, may be under-rated.

Years At Current Address

It was found that most of the district residents (64%) had lived in the community for less than eleven years, with many having lived at the same address for only one to three years (28%). Of those who had lived at their current address for five years or less, 17% had moved here from another state.

Of those who had taken a class at Cerritos Community College, most resided in either Downey (23%), Cerritos (22%), or Norwalk (19%). Of those students who lived in Norwalk, an unusually large percent (32%), when compared to students in other cities, had lived there for 16 years and over. Overall, twenty-six percent of the sample had lived at their current address for six to ten years, and eighteen percent had lived at their current address from one to three years. Many respondents who were interested in enrolling in Cerritos College next year had lived at their current address a relatively short period of time, for one to three years (32%).

Age of Respondents

The median age category of the sample was 31 to 35 years. Likewise, the median age found in the district was 30 years. Considering that the sample consisted of adults only, this slight difference is understandable. The age distribution of the sample population is as follows:

Age of Respondents	Percent
Under 20	12.9%
21 - 25	11.2
26 - 30	13.4
31 - 35	13.2
36 - 39	9.1
40's	15.6
50's	11.7
60's and over	11.6
Decline to state	1.2

As can be seen, a fairly equal representation of all age categories was obtained.

Sex of Respondent

Of the respondents questioned, 460 (44%) were male and 587 (56%) were female. Within the district population, the probability of speaking with a male was 49% and with a female 51%. Thus, the sample represents the population quite fairly. When considering that many of the surveys (28%) were taken during the morning and afternoon, the slight under-representation of males and over-representation of females is to be expected.

Number of People in Household/Single Head of Household

Within the sample, 77% had four or fewer persons in the household. The average number of persons per household for the sample was 3.54, whereas the actual district average was 2.88; however, it should be taken into consideration that the district figure is somewhat under-estimated because all families with six or more members were computed only as six member families when averaging number of persons per household.

Likewise, of those surveyed, 22% were single and head of their household. When comparing this figure with those who are single and head of household in the district population (13%), it is obvious that this group is over-represented. Since single head of households within the district have a higher probability of being female (10%) than male (3%), and the probability of speaking with a female (55%) is higher than with a male (45%), this over-representation was to be expected.

Present Occupation

A wide range of occupations was held by respondents. Occupations included clerical (16%), such as accounting, typing and filing, and service occupations (5%), such as food preparation and building services. Other occupations included professional positions, in the area of health (6%) and education (3%), technical positions, such as architecture and engineering (2%), and managerial positions (9%). Sixteen percent of the respondents were homemakers, fifteen percent students/unemployed, and ten percent retired.

Other Information

More than fifteen percent of the sample spoke a language other than English in their home, the most common being Spanish (10%). About thirteen percent of those who spoke a language other than English indicated that they needed courses to become proficient with the English language.

Nearly eight percent of the population reported being disabled. Of those who were disabled, 62% knew the college offers disability assistance. Only half (50%) of the disabled students who currently attended Cerritos College replied that they were aware that the college offers disability assistance. Also, 9% of the sample interested in enrolling in the near future were disabled, and of those, 68% were aware of disability assistance.

Approximately 69% of those surveyed read a newspaper on a regular (weekly) basis . Of those who did read the newspaper, the most commonly read newspaper appeared to be the Los Angeles Times (41%), with the Press Telegram coming in second (27%). Other newspapers read by respondents were the Examiner (7%), the Orange County Register (5%), and the Advocate (5%). In all cities more people read the newspaper (69%) on a regular basis than did not (31%), except for Hawaiian Gardens where over half of the sample (54%) did not read the newspaper on a regular basis.

When comparing attendees versus non-attendees, it appears that more attendees (73%) read the newspaper than non-attendees (67%). Of those who read the newspaper on a regular basis, 34% had taken classes at Cerritos and 42% were interested in enrolling in the near future.

Almost all students (92%) used a car as transportation to get to the college (92%). Only five percent walked or rode a bicycle, and two percent rode the bus.

DEMOGRAPHICS ON STUDENTS - PAST, PRESENT, AND POTENTIAL

City of Residence

Most "students" (past, present, and potential) surveyed lived in Cerritos (24%) or Norwalk (22%). Still others resided in Bellflower (16%) or Downey (17%). Very few students lived in Hawaiian Gardens (2%).

Ethnicity

The majority of students surveyed were White-Caucasian (59%). The following is a distribution of students by ethnic group as compared to the entire sample population.

	Students	Sample
White/Caucasian	59.3%	65.0%
Hispanic/Mexican Amer/Latino	22.0	16.9
Asian/American Indian/Alaskan	9.5	9.3
Black	3.1	3.3
Other/Declined to State	6.0	5.5

It should be noted that the percentage of Hispanic/Mexican students was higher than the general sample and the White/Caucasian group was lower.

Age of Students

The following is a distribution of the age of student respondents in comparison to the entire sample population.

	Students	Sample
Under 20	15.5%	12.9%
21 - 25	15.3	11.2
26 - 30	13.6	13.4
31 - 35	14.4	13.2
36 - 39	8.5	9.1
40's	15.7	15.6
50's	8.5	11.7
60's and over	7.4	11.6
Decline to state	1.3	1.2

It appears by this distribution that the student population in the sample was somewhat younger than the sample as a whole.

Sex of Students

Of the students surveyed, 58% were females and 42% were males. The following is a comparison of students to the general sample.

	Students	Sample
Male	42.3%	43.9%
Female	57.7	56.1

As can be seen, the student distribution represented in the sample shows slightly more females than males appear to have been "students" at the time of the survey.

Number of People in Household/Single Head of Household

27% of students from the sample population came from households of four people. Most (68%) came from households of two to four people, six percent came from single households. Likewise, 22% of the students sampled were single and head of a household.

Present Occupation

Occupations of students from the sample population ranged from clerical occupations (24%) to professional occupations in health and medicine (6%) and managerial positions (10%). Of the students surveyed, thirteen percent were full-time students not holding any other job. Also, thirteen percent reported being homemakers.

Disability

Of the students surveyed, eight percent were disabled.

PROCEDURE

In the months of June through August, 1986, a small working team of faculty and administrators developed and refined the questionnaires to be used in the survey. The Community Needs Assessment of 1982 for Cerritos College and other colleges' needs assessment surveys were reviewed for this purpose.

After the draft questionnaire was completed, it was evaluated by the Administrative Council, which deemed it too long to be completed in a reasonable amount of time. The Council was concerned that it would tire respondents and possibly hinder the results.

Because of this, a pilot survey was conducted using three versions of the questionnaire: the first of these being the long version and two other shorter versions with various questions from the long version. In addition, some of the questions were identical on both questionnaires to determine if the two questionnaires would produce the same pattern of results, and to ensure the same level of response and confidence received from the longer version.

The pilot survey was conducted on a Saturday, all day, by trained interviewers. Seventy-five interviews, twenty-five of each version, were completed. It was found that the longer questionnaire took approximately fifteen minutes of interview time and the two shorter questionnaires about six to ten minutes of time. The pilot survey revealed that the two shorter questionnaires were more economical; questions that were the same on the two questionnaires provided the same pattern of results. Therefore, it was decided that the two shorter versions would be used in the actual survey, with careful attention to equal representation of both. (This explains why the number of respondents on some of the questions, as seen in the tables, is approximately half of the entire sample.)

Telephone numbers were identified during the month of September. The telephone company was contacted and they provided information as to what prefixes serviced the district covered by Cerritos Community College. Prefixes were then divided up by city, (some prefixes covered more than one city) and the last four numbers were then randomly picked for each prefix. Important consideration was given to ensure that the percentage of telephone numbers for each city adequately

represented the percentage of residents in that city. Likewise, the number of telephone numbers picked per city was seven times the amount needed to make sure that the necessary number of interviews would be obtained.

The actual telephone surveys were conducted during the months of October and November by twelve trained interviewers, three-fourths of whom were Cerritos College students and one-fourth adults hired for the survey work. Interviews were conducted Monday through Saturday in the morning, afternoon and evening. No telephone numbers were dialed twice except when the respondents had requested to be called back at a specific time. To ensure that both versions of the survey were used equally, interviewers would alternate versions with each respondent willing to participate in the survey. Interviewers at the beginning of the interview asked to speak with males. This was done to balance out the gender composition of the survey; past studies, including studies done at Cerritos Community College, had shown that females are more likely to participate in telephone surveys. Also, interviewers made sure that they were speaking with an adult.

When closing the interview, respondents were asked if they would like or needed any information from Cerritos College. If the respondent answered yes, referral forms were filled out by the interviewer, requesting what type of information the respondent would like to receive, and given to the Campus Recruitment Office. Over two hundred catalogs were sent out to interested parties.

A short questionnaire was completed by the interviewer, after each interview, concerning further demographics about the respondent and information about the interview itself, such as, time and day of interview.

Overall, people contacted were extremely cooperative and pleased that Cerritos College wanted to know their perceptions, and many times they volunteered information. The length of the interview at times was longer than ten minutes because of the respondents eagerness to communicate with the College.

CERRITOS COMMUNITY COLLEGE
COMMUNITY NEEDS ASSESSMENT
1987

1. How did respondents hear about college?

	Total (n=527)
Familiar with/live in the area	60.9%
Family member	9.9
Friend who attended	9.9
From college mailings	7.9
Never heard of Cerritos College	4.9
High school counselor/representative	3.6
Newspaper	.8
Other	2.1

2. Were respondents aware of admission requirements?

	Total (n=523)
Yes	45.5%
No	45.5
Unsure	9.0

3. When did respondents think the Fall semester started?

	Total (n=523)
Middle of August	49.5%
End of August	5.5
Beginning of September	8.3
Middle of September	2.3
Don't know	34.3

4. Preference for start of Fall semester:

	Total (n=527)
Doesn't matter	30.2%
Beginning of September	22.4
Middle of September	20.9
Middle of August	16.5
End of August	4.9
Don't know	5.1

5. Which would respondents recommend to family and friends for first years of college?

	Total (n=1050)
Community college	66.2%
4-year college/university	17.5
Don't know, not sure	16.3

6. Importance ratings for the various purposes of community colleges (10 meaning extremely important).

	Average Rating (n=529)
A. To teach people job skills	9.05
B. To prepare students for transferring to a 4-year college/university	8.92
C. To provide student services (i.e., counseling, job placement tutoring)	8.61
D. To build basic skills (i.e., reading, writing and mathematics.	8.45
E. To provide general education	7.92
F. To provide cultural, recreational, and special interest classes	7.33

7. What do respondents feel is the best way to advise about classes, programs, and services?

	Total (n=530)
Direct mailings	81.9%
College representatives at local high schools	5.5
Newspaper articles	4.3
Television announcements	3.8
Radio announcements	.8
Work announcements	.6
Billboards	.4
Other	.9
Don't know	1.9

8. Which mailings have been received from Cerritos College? (duplication allowed)

	Total (n=1048)
Community Services calendar	76.5%
College Schedule	69.5
Registration post cards	24.5
Other	1.0

9. Have respondents ever taken a class at Cerritos College?

	Total (n=1050)
Yes	30.5%
No	69.5

10. If yes, were classes graded (credit)?

	Total (n=344)
Yes	77.0%
No	22.9

11. If attended, was it during the Spring of 1987?

	Total (n=432)
Yes	15.3%
No	84.7

12. Would respondents be interested in taking a class within the next year?

	Total (n=1040)
Yes	29.3%
No	51.1
Maybe	12.0
Don't know	7.6

13. How did respondents assess the cost for attending a community college?

	Total (n=519)
Reasonable	47.4%
Don't know cost	30.1
Inexpensive	13.1
Expensive	9.4

14. What did respondents believe the tuition was to attend a community college full-time?

	Total (n=502)
$25	3.0%
$50	46.2
$100	8.6
Don't know	42.2

15. What did respondents believe it cost to take a single 3-unit course?

	Total (n=499)
$5	26.7%
$10	7.2
$15	19.0
Don't know	47.1

16. Percentage of respondents who were aware of college services along with the importance rating of these services (10 being most important)

	% Aware (n=518)	Average Rating (n=518)
A. English Language Course	78.2	8.81
B. Student Activities (i.e., Student Government & Clubs)	76.2	6.83
C. Financial Aid	72.0	8.40
D. Career Counseling	69.6	8.58
E. Assistance for transfer students	69.2	8.80
F. Academic Counseling	68.5	8.45
G. Job Placement Assistance	67.1	8.49
H. Disability (Handicapped) Assistance	64.8	9.19
I. Tutoring	61.3	7.98
J. Assessment of students' Learning Skills and Vocational Aptitudes	58.9	8.21
K. Health Information/Referral Services	54.3	7.88
L. Counseling on Personal Matters	52.4	7.39
M. Low cost child care on campus	43.0	8.22

17. Would former students be interested in joining Cerritos College Alumni Association?

	Total (n=176)
Yes	5.7%
No	80.7
Unsure	13.6

18. Respondents' rating of the job Cerritos College has done in serving the needs of the community:

	Total (n=493)
Excellent	43.2%
Good	36.9
Fair	5.9
Poor	.4
No opinion	6.7
Don't know	6.9

19. Would respondents be interested in taking courses during work lunch hour?

	Total (n=492)
Yes	16.9%
No	57.9
Unsure	4.3
Not working	20.9

20. Are job training or in-service activities provided by respondents' employer?

	Total (n=366)
Yes	33.3%
No	52.2
Unsure	14.5

Questions asked of past, present and potential students:

21. Students' main reason for coming (or planning to come) to Cerritos College:

	Total (n=232)
Enrich personal life	31.0%
Earn an A.A. degree	21.1
Earn college units then transfer to a 4-year school	19.4
Improve job related skills	16.8
Improve basic learning skills	3.9
Earn a vocational certificate	3.0
Improve English language skills	.9
Other	2.6
Don't know/unsure	1.3

22. Subject areas of interest:

See list on page 36.

23. Job training areas of interest:

See list on page 37.

24. Nature of job training needed:

	Total (n=120)
To advance on the job	45.0%
To learn new skills for a new job	37.5
To brush up on skills	11.7
Other	5.8

25. Were there classes that students would have liked to have taken but were not offered?

	Total (n=230)
Yes	14.8%
No	70.4
Don't know	14.8

26. Preference for class times:

	Total (n=235)
Evening	57.4%
Morning	31.9
Afternoon	4.7
No preference	6.0

27. Preference for duration of classes:

	Total (n=235)
Spread over the whole semester	49.8%
Concentrated into 9-week sessions	23.0
Offered on the weekends	14.0
During the lunch hour at your work place	3.4
No preference	9.4
Don't know	.4

28. Preference ratings for the following kinds of classes (10 being highest preference):

	Average Rating (n=231)
A. On the job training	8.68
B. Classroom lecture and discussion	8.44
C. Work at own speed	7.75
D. Practice on skills building class	7.58
E. By personal computer in your home	6.28
F. Televised course at home	6.18

29. Preference ratings for various class locations (10 being highest preference):

	Average Rating (n=228)
A. On the college campus	9.06
B. At a site close to home (i.e., high school)	8.61
C. At a community center near home	8.58
D. By television at home	6.29
E. By personal computer at home	6.11
F. At your work place	4.68

30. Had student ever spoken with a Cerritos College counselor?

	Total (n=225)
Yes	44.0%
No	55.6
Don't know	.4

31. If yes, how helpful were counselors?

	Total (n=106)
Somewhat helpful	36.8%
Very helpful	35.8
Not at all helpful	27.4

32. What type of counseling is (was) need(ed)? (duplication allowed)

	Total (n=220)
Career Counseling	44.1%
Academic Counseling	43.2
Personal Counseling	14.8

33. Would child care services on campus help students take courses?

	Total (n=224)
No	42.4%
Yes -- day care services	17.4
Yes -- evening care services	8.0
Yes -- until child starts school in September	1.8
Not applicable	30.4

34. What form of transportation is used to the college campus?

	Total (n=224)
Own car	92.0%
Walk/bicycle	5.4
Bus lines	2.2
Other	.4

35. Is transportation adequate?

	Total (n=177)
Yes	98.3%
No	1.7

36. Which method of registration would students most likely use?

	Total (n=223)
In person	67.7%
By mail	19.7
By push button telephone	11.2
Don't know	1.3

37. How far in advance would students be willing to register for classes?

	Total (n=223)
Two weeks prior to the start of classes	44.4%
One month prior to the start of classes	37.2
Two months prior to the start of classes	10.8
Immediately prior to the start of classes	5.8
Don't know	1.8

38. Would paying for fees at the time of registration keep students from registering early?

	Total (n=223)
Yes	15.2%
No	79.4
Unsure	5.4

39. What is most important when registering for classes?

	Total (n=222)
A large selection of classes	61.3%
To register in a convenient manner	28.8
To pay fees as late as possible possible	5.0
To register as late as possible	4.5
Other	.5

<u>Questions about respondents background:</u>

40. How long had respondent lived at current address?

	Total (n=527)
1 - 3 years	27.9%
4 - 5 years	12.0
6 - 10 years	23.7
11 - 15 years	15.0
16+ years	21.4

41. Did respondent move to current location from out of state?

	Total (n=527)
Yes	17.0%
No	83.0

42. How many persons live in respondents' household?

	Total (n=1041)
1	8.1%
2	23.2
3	18.7
4	26.7
5	12.8
6	6.1
7	2.5
8	.9
9 or more	1.1

43. Is respondent single and head of household?

	Total (n=1024)
Yes	21.5%
No	78.5

44. Does respondent read a newspaper on a regular (weekly) basis?

	Total (n=521)
Yes	68.7%
No	31.3

45. Which papers do respondents read? (duplication allowed)

	Total (n=530)
Los Angeles Times	41.1%
Press Telegram	27.2
Herald Examiner	6.6
The Register	4.9
Community Advocate	4.5
Other	1.5

46. Respondent's age:

	Total (n=1048)
20 and below	12.9%
21 - 25	11.2
26 - 30	13.4
31 - 35	13.2
36 - 39	9.1
40 - 49	15.6
50 - 59	11.7
60 or older	11.6
Declined to state	1.2

47. Is respondent disabled or handicapped?

	Total (n=1048)
Yes	7.7%
No	92.3

48. Respondent's racial/ethnic background:

	Total (n=1044)
White/Caucasian	65.0%
Hispanic/Mexican Amer/Latino	16.9
Middle Eastern	5.2
Filipino	3.4
Black	3.3
Other Asian	2.8
Korean	1.5
Chinese/Japanese	.9
American Indian/Alaskan Native	.7
Other	.3

49. Language most commonly spoken in respondents' home:

	Total (n=506)
English	84.8%
Spanish	9.5
Filipino	1.8
Korean	1.2
Other	2.8

50. If English not spoken in home, does respondent need classes to learn to speak and understand English?

	Total (n=201)
Yes	12.9%
No	86.1
Don't know	1.0

51. Respondent's sex:

	Total (n=1047)
Male	43.9%
Female	56.1

52. Respondent's city of residence:

	Total (n=1050)
Artesia	5.0%
Bellflower	14.2
Cerritos	23.1
Downey	19.3
Hawaiian Gardens	1.6
Norwalk	19.3
La Mirada	3.3
Lakewood	14.1

53. Time of day respondents were called:

	Total (n=1048)
Morning (9 a.m. - 12 noon)	11.4%
Afternoon (1 - 4:30 p.m.)	16.0
Evening (5 - 8:30 p.m.)	72.6

54. Day of the week respondents were called:

	Total (n=1045)
Monday	18.9%
Tuesday	25.8
Wednesday	27.0
Thursday	26.2
Friday	2.1

Subject Areas of Interest

BUSINESS (108)
- Accounting/Taxes (22)
- Banking
- Business Admin/Management
- Business Math (31)
- Court Reporting
- Data Processing (23)
- Finance (4)
- Marketing (2)
- Merchandising
- Office Clerk
- Public Relations
- Speed Reading (2)
- Real Estate (8)
- Typing (3)
- Word Processing (8)

FINE ARTS/COMMUNICATIONS (25)
- Arts (8)
- Calligraphy
- Communications/Broadcasting/
- Speech (4)
- Crafts (2)
- Ice Sculpture
- Industrial Arts
- Interior Design
- Music (3)
- Photography
- Theater/Acting/Dancing (3)

HEALTH OCCUPATIONS (31)
- ChildCare/ECE/Pre-school Cert/
- Better Parenting (5)
- Food Prep/Baking/Cooking (5)
- Health
- Medical Technician
- Medicine (4)
- Nursing (7)
- Physical Therapy (2)
- Pre-Dentistry
- Psychiatric Technician
- Self-Help Classes
- Sewing (3)

HEALTH/PHYSICAL ED./RECREATION (12)
- Aerobics (2)
- Golf
- Physical Education (5)
- Swimming
- Tennis (2)
- Volleyball

LIBERAL ARTS (122)
- Economics (6)
- ESL
- English/Writing/Literature (38)
- Foreign Languages (11)
- History (9)
- Law (8)
- Philosophy (2)
- Police Science
- Political Science (6)
- Politics
- Psychology (26)
- Reading (4)
- Social Study/Work (2)
- Sociology (5)
- Teaching (2)

SCIENCE/ENGINEERING/MATHEMATICS (49)
- Anatomy
- Anthropology
- Biology
- Chemistry (5)
- Computer Science (4)
- Engineering (3)
- Geography
- Mathematics/Calculus (23)
- Physical Science
- Physics (4)
- Physiology
- Science (4)

TECHNOLOGY (18)
- Automotive/Auto Body (2)
- Aviation
- Cosmetology (4)
- Drafting
- Electronics (5)
- Machine Shop
- Mechanics (2)
- Navigator
- Welding

Job training areas of interest

BUSINESS (35)
- Accounting (9)
- Bookkeeping
- Business Law
- Business Management (3)
- Court Reporting
- Data entry (2)
- Legal
- Management (3)
- Marketing
- Public Relations
- Real Estate (3)
- Real Estate Legal Aspects
- Secretary (2)
- Typing (3)
- Word Processing (3)

FINE ARTS/COMMUNICATIONS (2)
- Arts
- Crafts

HEALTH OCCUPATIONS (11)
- Dental Assistant
- Early Childhood Education
- Medical Trainee (2)
- Medicine (3)
- Nursing (2)
- Pediatrics
- Physical Therapy

HEALTH/PHYSICAL ED./RECREATION (2)
- Physical Education (2)

LIBERAL ARTS (19)
- English (11)
- E.S.L.
- General Education (2)
- Reading
- Spanish
- Speech (2)
- Spelling

SCIENCE/ENGINEERING/MATHEMATICS (24)
- Computer (18)
- Math (5)
- Physiology

TECHNOLOGY (10)
- Autobody Repair (2)
- Cosmetology
- Drafting
- Electrical Codes
- Make Sewing Patterns
- Mechanics (2)
- Police Dispatching
- Welding

ERIC Clearinghouse for Junior Colleges FEB 05 1988